

ABSTRAK

**PENGARUH PENERAPAN METODE INKUIRI TERHADAP
KEMAMPUAN EVALUASI DAN MENARIK KESIMPULAN SISWA
KELAS IV SD BOPKRI GONDOLAYU YOGYAKARTA**

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Latar belakang penelitian ini adalah adanya keprihatinan terhadap rendahnya kemampuan berpikir tingkat tinggi siswa Indonesia pada mata pelajaran IPA berdasarkan pada survei yang dilakukan oleh PISA tahun 2012 dan 2015. Penelitian ini bertujuan untuk mengetahui pengaruh penerapan metode inkuiri terhadap kemampuan mengevaluasi dan menarik kesimpulan siswa kelas IV SD.

Penelitian ini merupakan penelitian *quasi experimental tipe pretest-posttest non-equivalent group design*. Penelitian ini dilakukan di salah satu SD swasta di Yogyakarta. Populasi dalam penelitian ini adalah seluruh siswa kelas IV yang berjumlah 57 siswa. Sampel penelitian terdiri dari dua kelompok yaitu kelas IV.1 sebanyak 28 siswa sebagai kelas eksperimen dan kelas IV.2 sebanyak 29 siswa sebagai kelas kontrol. Perlakuan khusus yang diterapkan di kelompok eksperimen adalah metode inkuiri. Metode inkuiri memiliki enam langkah pembelajaran yaitu orientasi, merumuskan masalah, merumuskan hipotesis, mengumpulkan data, menguji hipotesis, dan menarik kesimpulan.

Hasil penelitian menunjukkan bahwa 1) Metode Inkuiri berpengaruh terhadap kemampuan evaluasi. Rerata selisih kelompok eksperimen sebesar ($M = 0,81$; $SE = 0,19$) lebih tinggi daripada rerata kelompok kontrol yaitu ($M = 0,29$; $SE = 0,16$). Perbedaan skor tersebut signifikan $t(57) = -2,04$; $p = 0,46$ ($p < 0,05$). Oleh karena itu, H_{null} ditolak dan H_i diterima. Besar pengaruh kemampuan evaluasi $r = 0,26$ setara dengan 6,7% kategori efek kecil. 2) Metode inkuiri berpengaruh terhadap kemampuan menarik kesimpulan. Rerata selisih kelompok eksperimen yaitu ($M = 0,51$; $SE = 0,18$) lebih tinggi daripada kelompok kontrol ($M = -0,08$; $SE = 0,15$). Perbedaan skor tersebut signifikan $t(57) = -2,51$; $p = 0,015$ ($p < 0,05$). Oleh karena itu, H_{null} ditolak dan H_i diterima. Besar pengaruh kemampuan menarik kesimpulan $r = 0,32$ setara dengan 10,24% yang termasuk kategori efek menengah.

Kata kunci: metode inkuiri, kemampuan berpikir kritis, kemampuan evaluasi, kemampuan menarik kesimpulan.

ABSTRACT**THE INFLUENCE OF APPLICATION INQUIRY METHOD ON THE ABILITY OF EVALUATION AND ATTRACTING THE CONCLUSION IN SD BOPKRI GONDOLAYU YOGYAKARTA STUDENTS GRADE IV**

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The background of this study is the concern over of the researcher to the low level of thinking ability of Indonesian students in science subjects based on surveys conducted by PISA in 2012 and 2015. This study aims to determine the effect of the application of inquiry methods on the ability to evaluate and draw conclusions of fourth grade elementary school students.

This research is a quasi-experimental type pretest-posttest non-equivalent group design. This research was conducted in one private elementary school in Yogyakarta. The populations in this study were all grade IV students, with the total students 57. The research sample consisted of two groups namely class IV.1 with 28 students as the experimental class and class IV.2 with 29 students as the control class. The special treatment applied in the experimental group was the inquiry method. The inquiry method has six learning steps namely orientation, formulating the problem, formulating hypotheses, collecting data, testing hypotheses, and drawing conclusions.

The results showed that 1) Inquiry method influences the ability to evaluate. The mean difference in the experimental group was ($M = 0.81$; $SE = 0.19$) higher than the mean of the control group ($M = 0.29$; $SE = 0.16$). The difference in score was significant $t(57) = -2.04$; $p = 0.046$ ($p < 0.05$). Therefore, H_{null} was rejected and H_a was accepted. The effect of treatment on the ability of evaluate is $r = 0,26$ is equivalent to 6.7% which is equivalent to the small effect category. 2) Inquiry method influences the ability to draw conclusions. The mean difference in the experimental group was ($M = 0,51$; $SE = 0,18$) higher than the mean of the control group ($M = -0.08$; $SE = 0.15$). The difference in score was significant $t(57) = -2.51$; $p = 0.015$ ($p < 0.05$). Therefore, H_{null} was rejected and H_a was accepted. The influence of the experimental group $r = 0.32$ is equivalent to 10,24% which belongs to the medium effect category.

Keywords: inquiry method, critical thinking ability, ability to evaluate, ability to draw conclusions.